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ABSTRACT

This study examines a specific Indian/Metis teacher education program which uses the group as a support system--the Saskatchéwan Urban Native Teacher Education Program (SUNTEP) at Regina. SUNTEP is a part of the Elementary Teacher Education Program of the Univesity of Regina. This paper: (1) discusses the support services and systems provided as a part of Native teacher education programs; (2) surveys the importance and role of the group and stages of development, as indicated by a review of the pertinent literature; (3) describes the SUNTEP (Regina) program and events contributing to group development; (4) analyzes these events in terms of stages of group development and group health and effectiveness; (5) provides conclusions and implications regarding the SUNTEP (Regina) development of the group as support system; and (6) proposes a model for future group development at SUNTEP (Regina). A description of the University of Regina Elementary Teacher Education Program, on which SUNTEP (Regina) is modeled, is appended. (PN)

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"The Greatest Source of Help is from Fellow Students"

The Group as Support in a Native Teacher Education Program

by

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presented to

The Canadian Association of Teacher Educators
Canadian Society for the Study of Education

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The Association of Metis and Non-Status Indians of Saskatchewan, the Universities of Regina and Saskatchewan, and the Saskatchewan Department of Education should be recognized for establishing the SUNTEP program. The SUNTEP program has already made an effective contribution to the education of Native people and exercising of Native leadership in education.

Architects and implementers of the SUNTEP (Regina Center) program (which is modelled on the Elementary Teacher Education Program of the University of Regina) include: Dr. Kenn Whyte, Dr. Walter Currie, Mr. Bill Blackbird, Ms. Elizabeth Cooper, Dr. Heilmut Lang, Ms. Sherry Farrell-Racette, and Ms. Rita Bouvier.

Special mention should be given to the first Coordinator of SUNTEP (Regina), Liz Cooper, for her understanding of teacher education, and to Liz Cooper and Sherry Farrell-Racette for their conviction of the importance of group processes to program success.

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> **Student after student has told me that when he or she has difficulty, the greatest source of help is from fellow students. (More, 1980, p. 35)**

Indian/Metis teacher education programs have recognized the importance of the group of students as a support system for individual teacher education student growth. Peer support may be seen as: (1) aiding the individual in personal (including self-concept) development; (2) promoting individual growth in professional capability; and, (3) fostering individual growth in Indian/Metis identity (Bernie and Ryan, 1983; More, 1980).

This study examines a specific Indian/Metis teacher education program which uses the group as a support system--the Saskatchewan Urban Native Teacher Education Program at Regina. SUNTEP (Regina) is a program of Gabriel Dumont Institute of Native Studies and Applied Research (Dumont Institute), which is a branch of the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS). SUNTEP (Regina) is a part of the Elementary Teacher Education Program of the University of Regina.

This paper discusses: the support services and systems provided as a part of Native teacher education programs; the importance and role of the group and stages of development, as indicated by a review of the pertinent literature; a description of the SUNTEP (Regina) program and events seen to contribute to group development; analysis of these events in terms of stages of group development and group health and effectiveness; conclusions and implications regarding the SUNTEP (Regina) development of the group as support system; and, proposes a model for future group development at SUNTEP (Regina). Findings of this study may have implications for Native (and other) teacher education programs.

Methods

The methods used in this study were:

1. Selection of events occurring during each of the four years of the SUNTEP (Regina) program that, in the judgment of the writers, contribute to development of the class group of students as a support system for individual growth to facilitate achievement of program goals.

2. Description of each of these events by the writers--one is a SUNTEP instructor who has participated in them; the other has been involved in the development of the program and as an instructor. Descriptions were checked by SUNTEP faculty and former faculty to confirm selection, check for omissions, and verify accuracy of description.

3. Selection of a framework against which events might be analyzed. This was done through a review of literature on: provision of support services in Canadian Indian/Metis teacher education programs; and, on stages of group development.

4. Recognition, for purposes of analysis, that groups tend to proceed through stages of orientation, conflict, productivity and phasing (or termination); and, that groups attend to task, group maintenance, and group health and effectiveness.

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5. Analysis of SUNTEP (Regina) program events for congruence, or lack of it, with the above stages and dimensions of group development.

6. Determination of conclusions, positing of implications, and construction of a model for future development of the class group in SUNTEP (Regina)

Providing Support in a Native Teacher Education Program

Based on a study of the unique training received by students in Native teacher education, Bouvier(1984a) identified three primary purposes: (1) to increase Native people representation in the teaching profession; (2) to improve the quality of education for Native children; and, (3) to bridge the gap between school and community (p. 3). However, Program purposes cannot be achieved if, because of impediments, students cannot enroll (or if they drop out before completion). More (1980) lists obstacles: many Native people who have the potential to be excellent teachers do not meet regular university entrance requirements (caused by inappropriate curricula, poor teaching, and cultural and value differences); Native people are one of the most impoverished groups in Canada; many find existing teacher education programs irrelevant to their backgrounds (or as teacher training); many who complete one or two years, quit to help at home or in various Native organizations where their skills are desperately needed; many move from family or community which makes it impossible for them to attend to family or community responsibilities; and, many students find that their educational achievement creates a "social distance" between them and their people (pp. 33-34).

Canadian Native teacher education programs reviewed by More and Wallis (1979) include support services to assist students who are enrolled to overcome the problems associated with regular teacher education programs. More (1980) asserts that a "major component contributing to the success of . . . [Native TEP] programs" is the support services provided (p. 35). Support services and systems reported by More and Wallis (1979) and Bernie and Ryan (1983) include: (1) academic counselling, (2) personal counselling, (3) family counselling, (4) upgrading and remedial (e.g. English or Mathematics), and study and life skills programs, (5) tutoring, and (6) financial assistance (basic living allowances; tuition, books and supplies; loans or bursaries; housing assistance; day care; transportation; medical and dental; and, discretionary assistance).

Further support systems to students exist. Students in Indian and Metis teacher education programs are supported through content related to Indian/Metis identity and cross-cultural (or multicultural) knowledge and relations. For example, Bernie and Ryan in referring to "Native Studies" and "Cross-Cultural" courses (in their assessment of SUNTEP) stated, "Many of the . . . students entered in the program with a negative self-concept and low success story. The course of studies seems to have succeeded in building confidence in many students" (p. 136).

Additional support emanates from staff and faculty who are highly dedicated, work staggering hours, and serve well beyond the ordinary call of duty--often with scant financial reward or hope of a secure future. Programs tend to be highly personal and caring. More (1980) feels that the attitude of instructors,

other staff, and cooperating teachers contributes significantly to program success. "Spending extra time after school hours, opening one's home to the students, availability 24 hours a day, and a high personal regard for the students are just some of the ways in which this attitude is demonstrated." (p. 35)

The concept of a community, with which students can identify, tends to exist in many of the programs, and can be a powerful contributor to support for students. For instance, in speaking of the field center concept, McIntosh (1979) reported that a "supportive community in which the student can develop self-confidence and knowledge of 'the ropes' necessary for successful passage in the university world" is created. The intention is to place the student in a "milieu of family and friends," keeping "in closer touch with the Native Indian culture," "nurturing the development of a cohesive group of peers who will encourage each other when the temptation to give up is strong," and having a vehicle for solving problems (p. 24).

When the program center is a supportive community, the peer group (either all the students in the program, or a specific program year group) can be a highly important and positive contributor of support to individuals, groups of students, and the success of the program. Students themselves identify peer support as significant to their success (Bernie & Ryan, 1983, pp. 7, 73). Students "constantly refer to the strength they get from the fact that their fellow students are Indians" (More, 1983). More (1983) adds the observation

> Student after student has told me that when he or she has difficulty, the greatest source of help is from fellow students. There is a wealth of resources available to the native Indian student who shares the program and goals of the fellow native Indian students. Even if no solutions are available, the fact that one is sharing the same problems with others is a source of strength. (p. 35)

Indian/Metis program designers and implementers should recognize the potential significance and power of the peer group by structuring opportunities for group development into program design and support systems. More and Wallis (1979) provide evidence that this may be done in that such things as courses, modules, or workshops in group building and dynamics, cooperative learning, and interpersonal and communications skills are offered in a number of programs. They provide other evidence as they report the offering of Indian Studies, Native Studies, and Cross-Cultural classes.

Lang and Scarfe (1985), reporting a survey of 10 Indian/Metis teacher education programs, indicate the following may contribute to peer group support: having students take classes as a class group with no outsiders present; having students take Native Studies or related classes; providing training in interpersonal skills and/or group dynamics; having opportunity for interaction through formal and informal events; having groups make presentations at conferences or workshops; providing group counselling; having group housing; providing ample opportunity for student/staff interaction; addressing Indian/Metis identity through guest speakers and periodic meeting of the group; and, having group problem-solving sessions following (or during) school experiences.

It can be hypothesized that even more should be done—consciously and systematically—to maximize the positive potential of the peer group. Given the above, and the reviews of literature which follow, it is

reasonable to assume that the peer group can facilitate individual student development of academic skills, professional growth, Indian/Metis identity, decision-making skills, and a positive self-concept—which can facilitates achievement of Indian/Metis teacher education program goals. Bernie and Ryan (1983) observe, organizations "exist so that things can be accomplished by people working together that could not be achieved by anyone working alone" (p. 143). They also speak of attending to the basic human needs of recognition, participation, self-respect, and security. Meeting these enables individuals to work together to achieve common organizational goals. Glueck (1977) asserts that the development of the group is "functional for all concerned: the individual, the group, and the organization" (p. 168). He goes on, "groups provide for their members' social, identity recognition, ego esteem and security and power needs . . . . Groups help . . . decision-making, and getting the job done" (pp. 168-169).

Importance and Development Stages of Groups

Researchers since the mid-1940's have pointed out the importance of interpersonal and group skills in organization and community development and personal growth (Benne & Sheats, cited in Schmuck & Schmuck, 1979; Bennis & Shepard, Lewin, cited in Gulley and Leathers, 1977). Social conditions are becoming more complex; thus, the importance of learning to work effectively in groups, developing skills in dealing with interpersonal tensions and conflicts, and improving the ability to relate well to others increases. Johnson & Johnson (1982) assert that skills in group functioning are vital, since belonging to groups is one of the most important aspects of one's life. The quality of one's life depends on the effectiveness of family, career, and educational groups to which one belongs. This, in turn, is determined by personal knowledge of group processes and one's ability to behave effectively within groups (p. 2).

During the 1940's and 1950's the study of group work was largely the domain of the "helping professions" of psychology, psychiatry and social work. Since then, study has expanded to include those who work with people and groups in professional or community settings, such as teachers, administrators, managers, and community leaders. Hanson (1981) notes that the group has become more than a way of providing therapy. It is now "a vehicle for learning and changing in a variety of institutions" and is used in "training in motivation, decision-making, problem solving, conflict management, and leadership" in order to "increase personal and organizational effectiveness." He adds, "the notion of living, working, and playing in groups made the goal of becoming a more effective group participant a primary goal" in many training programs (p. 1).

As researchers systematically examined various kinds of groups, they observed that most groups moved through relatively predictable stages of development. This conclusion was based on observations of personal development, decision-making, training, and classroom groups (Bales & Strodtbeck, Bennis & Shepard, Fisher, Schutz, Stock & Thelan, Tuckman, Zaleznik & Moment, as cited in Gulley and Leathers, 1977; Charrier, Jones & Pfeiffer, cited in Hanson, 1981; Schmuck & Schmuck, 1979; Sharan & Sharan, 1976; Stanford, 1977). While descriptions by various researchers may at first glance appear to differ widely, analysis reveals stage development commonalities.

Theorists generally agree that group members go through an initial period of uncertainty (often called the **orientation** phase). This is a time of dependency on the leader and uncertainty as members try to discern their place in the group and to understand the "rules" of the group. Relationships begin to be established. Participation tends to be rather superficial, and participants' need for group approval is high (Bales & Strodtbeck, Bennis & Shepard, Fisher, Schutz, Stock & Thelan, Tuckman, Zaleznik & Moment, cited in Gulley and Leathers, 1977; Charrier, Jones & Pfeiffer, cited in Hanson, 1981; Schmuck & Schmuck, 1979; Sharan & Sharan, 1976; Stanford, 1977).

A subsequent stage (often called the **conflict** stage) emerges in the group as a natural result of increased participation and interaction. Conflicts arise over leadership and influence, group and individual responsibilities, and norms and expectations. Individuals compete, and interpersonal differences emerge. Initially, there is not a strong sense of group identity; however, if group members overcome the problems of conflict, they are able to move into a period of establishing group identity and cohesiveness, arriving at new ways to work together, and agreeing on norms for behavior (Bennis & Shepard, Fisher, Schutz, Tuckman, cited in Gulley & Leathers, 1977; Charrier, Jones & Pfeiffer, cited in Hanson, 1981; Schmuck & Schmuck, 1979; Sharan & Sharan, 1976; Stanford, 1977).

Finally, the group members develop proficiency (**productivity**) in achieving group goals and become more flexible in their pattern of working together. Theorists describe this as a highly productive period. Interpersonal conflicts have been resolved; the group is effective in accomplishing its tasks; and, a strong feeling of group identity prevails (Bales & Strodtbeck, Bennis & Shepard, Fisher, Schutz, Stock & Thelan, Tuckman, Zaleznik & Moment, cited in Gulley & Leathers, 1977); Charrier, Jones & Pfeiffer, cited in Hanson, 1981; Schmuck & Schmuck, 1979; Sharan & Sharan, 1976; Stanford, 1977).

While the above descriptions may appear to suggest that group development is linear, theorists caution against assuming that a model of group development can be rigidly applied. Sharan & Sharan (1976), in studying classroom groups, state that transition from one stage to another is "neither clear cut nor final, nor is the students' behavior at any one time typical of that stage" (p. 46). Schutz (cited in Gulley & Leathers, 1977) also observes that phases of group development are not distinct, and that the development cycle could recur throughout the life of a group to accommodate individual or group needs. Hanson (1981) and Stanford (1977) agree that group development is a continuous process, and that issues identified in earlier stages may emerge later in the group's development. This suggests a spiralling (or cyclical) pattern of forward momentum as a group makes progress toward a decision and then elaborates, confirms and solidifies that decision. Scheidel & Crowell and Schutz (cited in Gulley & Leathers, 1977) also introduce the notion of circularity and spiralling as a group "repeats itself and moves forward by falling back or circling around" (p. 112). Stanford (1977) claims good groups never really finish dealing with earlier issues, but can deal with them in a more sophisticated way upon periodic return to them (p. 33). Sharan & Sharan (1976) confirm that the real purpose of descriptions of stage development is to assist the leader in

observing the group. This suggests that analysis of group development may be useful for planning events and activities to facilitate the achievement of the group's purposes.

Activities that facilitate movement through these stages can be categorized. Johnson & Johnson (1982), discussing effective groups, and Miles (1975), describing healthy organizations, categorize group/organization activities as: **task-centered**, those which accomplish group goals (understanding and focusing on group goals, communicating adequately, sharing leadership, decision-making and conflict resolution); **group maintenance**, those which respond to individual member needs (participation, interpersonal skills, well-being of individual members, cohesiveness); and, **health and effectiveness**, ways that improve the group's proficiency and its ability to adapt to new situations (problem-solving, creativity, and adapting strategies to new situations).

Several theorists have discussed means to balance task and emotionality issues during the life of a group. Gulley & Leathers (1977) identify personal (emotional) needs of individuals— such as relationships, influence, sense of belonging—which must be accommodated as the group carries out its task. Schmuck & Schmuck (1979) describe "antagonistic pulls" between goals of the group and students' feelings about themselves as learners (pp. 15, 53). Parsons & Bales (cited in Schmuck & Schmuck, 1977) and Stanford (1977) indicate that both task and group maintenance functions must be performed for the group to be effective. Successful groups alternate between attention to the task at hand and interpersonal needs of members. A balance must be struck, since growth in social skills and individual emotional development are an important part of education (Stanford, 1977, p. 253). Schmuck & Schmuck (1979) feel that, since all groups spend much time giving emotional support to members, it can be expected that nearly half of the time available will be spent on emotional aspects of relationships. If emotional concerns are not resolved, group members will have difficulty accomplishing learning tasks (p. 36).

The support function of the group is related to the emotionality issue. Theorists suggest that while friendships between individuals develop in the early phase (orientation), the support which comes from group membership and identity (based on common experiences, understandings and goals) is most likely to emerge as the group works through its conflict stage. This results in agreed upon roles, expectations and structures. Pfeiffer (cited in Hanson, 1981) describes support for interpersonal needs, as well as for task-related activities, as more likely to occur in the later stage of high productivity. Charrier (cited in Hanson, 1981) notes that high group morale and loyalty occur in the final phase of a training group. Cooperating, sharing, active listening, helping, anticipating group needs and team building behaviors are in evidence in this phase. Stanford (1977) speaks of "increased intimacy" in relationships and the group's attention to emotional needs of members as characteristic of the productivity stage. He goes on to say that unless the group deals with the above issues, effectiveness at subject matter tasks will be reduced (pp. 253-254). Schmuck & Schmuck (1979) describe a final stage in which a group is ready to accept responsibility for group life and strives to improve it (p. 55). This stage has a wide assortment of human problems and varying goals—all of which can be dealt with by the group. The group is able to support individual growth and insight, bringing satisfaction and comfort to its members.

More recently, research into group dynamics has been applied to group processes in the classroom (Schmuck & Schmuck, 1979; Sharan & Sharan, 1976; Stanford, 1977). Theory about cooperative education (Johnson & Johnson, 1975; Sharan & Sharan, 1976), experiential learning (Hanson, 1981; Johnson & Johnson, 1982; Schmuck & Schmuck, 1979), and classroom meetings (Glasser, 1969) has emerged and been studied, and are considered to be effective approaches to facilitating group development. Schmuck & Schmuck are among those who claim that schools should be responsible for "helping students learn behavioral skills that will equip them to fill responsible and useful roles in society" and to "contribute maximally to the productivity of groups" (p. 7). Benefits of an effective class group include the development of positive self-concept of members (Schmuck & Schmuck, 1979; Johnson & Johnson, 1975), improved subject matter learning (Johnson & Johnson, 1975; Schmuck & Schmuck, 1979; Sharan & Sharan, 1976); Stanford, 1977), and interdependence and interaction toward common goals (Johnson & Johnson, 1975; Schmuck & Schmuck, 1979).

Much of the research cited in this paper was conducted on groups with relatively non-directive leaders. These leaders placed major responsibility for the group's successful development on the members themselves. Theorists who describe classroom or learning groups, however, stress the importance of the teacher's influence on, and role in, the developing group. Observing that teachers either "deliberately or unwittingly guide and direct the development of group process," Schmuck & Schmuck (1979) emphasize that the teacher should teach and model the skills useful for resolving interpersonal conflict and personal concerns at different stages of a group's development (p. 30). Sharan & Sharan (1976) and Stanford (1977) suggest that there be systematic structuring of interventions (or learning experiences) which teach and provide practice in skills needed by group members for the group to function effectively at each stage of development.

Most theorists do not identify a stage beyond that of productivity. However, in describing class groups, Schmuck & Schmuck (1979) and Stanford (1977) identify a subsequent stage. Stanford discusses the role of the teacher in assisting students to deal with the problem of **termination** of the group. Teachers, he feels, should be aware that some characteristics of the anxiety often characterizing termination of a group are: increased conflict, breakdown of group skills, lethargy, frantic attempts to work well, and anger at the teacher (pp. 265-267). To assist the termination process, Stanford reasons that the leader can acknowledge that the group is really ending, encourage the expression of feelings related to termination, help students review experience, help the group work out ways to preserve memory of the experience, explore ways students can begin to reinvest their emotional energy, and tie up any loose ends (p. 270). Schmuck & Schmuck (1979) describe a time of "reaching maturity," adding that this is not an end "but rather a state of readiness for continuous growth and broadening of competence, skill and interest" and membership in new groups (p. 55). One can conclude that this stage should be viewed as **phasing**, rather than merely "termination."

Analysis of Class Group Development in SUNTEP (Regina)

The SUNTEP (Regina) Program

SUNTEP programs operate at three Saskatchewan Centers. SUNTEP (Saskatoon) and SUNTEP (Prince Albert) are modelled on the College of Education, University of Saskatchewan, Elementary Teacher Education program. SUNTEP (Regina) is modelled on the Faculty of Education, University of Regina, Elementary Teacher Education program (described in **Appendix A**). This study focuses on the SUNTEP (Regina) program, which had its first intake in the fall of 1980. A program outline is provided in Appendix A. The major difference between SUNTEP programs and those of their parent campuses lies in the following SUNTEP primary goals: (1) ensuring that "people of Native ancestry are adequately represented in urban teaching positions," (2) providing "Native teachers who are more sensitive to the educational needs of Native students and who can be identified as positive role models for both Native and Non-Native students," and, (3) "to train and graduate students of Native ancestry as fully certified teachers" (Bouvier, 1984b, p. 2).

Each of the SUNTEP centers (Saskatoon, Prince Albert and Regina) have two primary functions: first, delivering the required program to students at each center; and, second, "providing support services to encourage and facilitate the development of academic skills, professional growth, development of skills for decision making and to enhance the self confidence and self identity of its students" (p. 4). Bouvier points out that the nature of the SUNTEP program is intended to develop student teachers who can act independently while taking responsibility for the decisions they make (p. 6).

The designers, and particularly implementers, of the SUNTEP (Regina) program were aware of the importance of group support to individuals in achieving program goals. The program was structured to promote development of group health and effectiveness. This is evident in the description of events relating to group development (**see Appendix B**). Program design is congruent with the ideas of Johnson & Johnson (1982) in their discussion of effective groups, and with Miles' (1975) views about healthy organizations. These authorities state that group dimensions may be categorized as: **task-centering**, **group maintenance** and, **growth and effectiveness**.

The following section of the paper analyzes events occurring in the SUNTEP (Regina) program with regard to the stages of group development. This analysis will examine SUNTEP (Regina) events for occurrence, or non-occurrence, of the stages of orientation, conflict, productivity and phasing as the class group attends to: (1) task centering (individual goals of success in the program, completing the degree, and commitment to achievement of program goals; and, tasks requiring planning, decision-making, and leadership in each year of the program); (2) group maintenance (support to individuals, feelings of belonging, influence with fellow group members, sense of contributing, and self-concept nurturing); and, (3) growth and effectiveness (attending to group proficiency and the ability to adapt to new situations).

Analysis of SUNTEP (Regina) Group Development Events

Objectives of the group for achievement of program goals, are that it acts as support to the growth of individuals in (1) self-concept, (2) identity as Indian/Metis teachers, and (3) professional competence. A number of significant events occur each year of the SUNTEP (Regina) program that contribute to the

development of the group (see **Appendix B** for a year-by-year description of events). The reader is advised to read the description of events to help him/her understand the analysis which follows. On the basis of theory of group dynamics, SUNTEP (Regina) year-by-year events relating to development of the group as a support system are examined.

Two limitations of the following analysis should be recognized. (1) SUNTEP (Regina) is a relatively new program which has had only five intakes; however, events from one year to the next have been quite similar; and, (2) analysis will necessarily be affected by the perceptions of the researchers.

As discussed earlier, groups may be formed for a variety of purposes and the purpose of the group may change as the need arises. Each of the groups progressing through the SUNTEP (Regina) program, while unique, have borne resemblence to: a training group, a personal development group, and a decision-making group. Each SUNTEP (Regina) group is also a class group in that academic subject matter and socio-emotional tasks exist, and a classroom setting and a specific period of time exists. Students remain together as a class group for the first two years of their program. Then, in the first semester of the third year, students are placed in schools in and near Regina. In the remainder of the program, students take classes, but not as a class group, on the University of Regina campus. In the last two years of the program, the group retains its identity and continues to function. Relatively short term goals relate, in large measure, to having students complete the B.Ed. program; long range goals are to achieve the overarching SUNTEP objectives.

A pattern of development through stages is evident throughout the four years of the program. Events occurring during the life of the program can be categorized into three stages: **orientation, conflict**, and **productivity**. Another stage, **termination or phasing** can be recognized as students approach the end of classes taken together as a group, at the end of the second year, and as they approach graduation. Stages in the SUNTEP (Regina) group process do not develop in a strictly linear manner, as was noted in the literature reviewed (see **figure 1**). The development cycle recurs throughout the life of the group, accommodating individual or group needs. Certain issues emerge and re-emerge and are dealt with as they occur and reoccur.

The **orientation** stage is most evident during the beginning months of the first year. Some students enter the program knowing one or several of their new classmates; but, there are always those who know no one. Anxieties are high, and students want to learn more about each other and the program. Orientation day begins to address some of these concerns; hearing of the experiences of senior students adds poignancy. Taking classes off-campus in a single classroom, at the SUNTEP center, and with the same group of students helps the getting-acquainted process. First semester classes (Native Studies, Communication Skills, and Introduction to Education) do much to clarify program goals and expectations and to assist with personal identity issues. The use of teaching strategies which facilitate group development (e.g.s, group discussions and projects), emphasis on interpersonal skills, and Wednesday modules and workshops (e.g., cooperative learning) help students get to know, and be comfortable with, fellow classmates. A sense of "we're in this together" develops. School placements during the first two years of the program (with subsequent

FIGURE 1

SUNTEP (REGINA) GROUP DEVELOPMENT STAGES BY YEAR

	Year 1	Year 2	Year 3	Year 4
ORIENTATION STAGE	Orientation days. Classes as group. Staff model group skills/teaching, interpersonal/cross-cul. skills. Communications and cross-cul. classes. Modules/workshops. Fall Celebration. Informal events.	Smaller classes. Relationships shift. Classes as group.		
	Year 1	**Year 2**	**Year 3**	**Year 4**
CONFLICT STAGE	Class group activities. Celebration. Conferences. Integrative sessions. Commun./Cross-cul. class.	OCREs. Microteaching. Integrative sessions. Cross-cul. module.	On-campus classes.	On-campus classes.
	Year 1	**Year 2**	**Year 3**	**Year 4**
PRODUCTIVITY STAGE	Celebration. Integrative sessions. Study groups. Peer tutoring. Informal social events.	OCREs. Microteaching. Integrative sessions. Advisor/ee meet- Celebration. Graduation.	Internship seminar. Informal groups. Coffee meetings at univ. Study groups. Peer tutoring. Graduation.	Coffee meetings at univ. Study groups. Peer tutoring.
	Year 1	**Year 2**	**Year 3**	**Year 4**
PHASING STAGE		Yr. 2 closure anxiety		Graduation anxiety re future:- jobs. support, leaving.

NOTE: First year students take classes as a group at the SUNTEP center; second year students take classes as a group, with one exception in the second semester, about half at the University and half at the SUNTEP center; and, classes in third and fourth years are regular on-campus classes.

debriefing/integrative sessions) strengthen identity as SUNTEP students. The need to re-establish understanding of a sense of "being a group" may occur again at the beginning of the second year. Due to attrition, the second year group may be smaller, which may mean a shifting in relationships. Classes are still taken as a group, but about half of these are taken on the University of Regina campus (away from the familiar SUNTEP center). In both the first and second years, faculty model (and stress) openness, acceptance, respect for differing opinions and attitudes, and an optimism that students will be successful.

Students are of varying ages, economic status, and work and academic experience; have differing feelings and perceptions about being Indian or Metis, experience in Indian/Metis communities, and awareness of issues in Indian/Metis education. In the first months (as communication becomes freer and participation more open) conflicts may arise. Tensions, disagreements, leadership struggles emerge; "hard feelings" are created, morale has slumps, some are discouraged while others are buoyant. Conflict often arises around participation and involvement, leadership, and decision-making. These come to a head when "Fall Celebration" is planned, but may emerge again when another class decision must be made (e.g. transportation arrangements, or what SUNTEP jackets should be like). Most conflicts are resolved; however, participating, sharing responsibility, and leadership issues continue to surface through the years of the program. Faculty are instrumental in providing activities or interventions, but normally act as "facilitators" rather than " directors" when conflicts arise. This allows the group to assume responsibility for conflict resolution. Literature on group development supports the notion that training in group skills results in more effective functioning. Conflicts occur during the second year of the program at the Fall and Winter OCREs when the group spends three days working at common tasks), as the cross-cultural module presentation is planned and delivered, occasionally when microteaching labs are initiated, and during debriefing/integrative sessions. In the third year, students returning from internship experience an anticlimactic feeling as they take classes that have no field experience, seeming to have a feeling of being removed from the "real world" and, to some extent, from the SUNTEP center— conflicts arise between group members, often over personal and academic differences.

The productivity stage begins with the first major group task in the first year. As students work cooperatively, share responsibility and workload and, particularly, as the success of "Fall Celebration" is witnessed and students receive recognition from senior students, community members and faculty, a feeling of confidence in the group begins to develop. Class projects, discussions and presentations, and regular use of the student lounge all contribute to being at ease as a member of the group. Group support for individual class members is shown as individual presentations to the class are made, and in debriefing/integrative sessions as students share their field experiences. Study groups form, and peer tutoring takes place. The closeness and warmth that is established carries over to the very demanding second year. Support grows as group skills and individual confidence increase. Experiences in microteaching, integrative sessions, and Fall and Winter OCREs strongly contribute to development of group responsibility and support for professional development. A multiple identity emerges as: a SUNTEP student, an emerging Indian/Metis professional, and a second year University of Regina student. Attending or presenting at conferences,

modules), the second year "Cross-Cultural" class, the recognition at "Fall Celebration," and graduation also contribute to this identity.

In the third year, group members meet less frequently because of the demands of internship and geographic distance; however, contact with the SUNTEP center, and to some extent each other, does continue during the 16 week internship. Following internship, students meet regularly on campus, often over coffee at the start of the day. They provide support for one another in personal and academic matters. Study groups and peer tutoring resume. Concern is shown through phoning of students who have missed class, or by "reporting" (to Center faculty) the academic or personal problems of peers.

In the fourth year, group support continues in a similar manner. Social contact may also be frequent. Some groups continue to "celebrate" birthdays, engagements, semester end, and so forth. The level of comfort in on-campus classes has increased, with students moving freely about the campus, knowing and being known by students and faculty members (as a result of OCREs, internship seminars and classes). The final event is the spring graduation which has included third, as well as fourth, year students since (by taking overloads) some are able to complete degree requirements in three calendar years. Graduation celebrates achievements of students and the groups to which they belong.

A fourth stage, similar to the final stages described by Stanford (1977) as termination, and as "recognizing conditions for self-renewal" by Schmuck & Schmuck (1979), is evident at SUNTEP (Regina). Toward the end of the second year, anxiety arises as awareness grows that the group will no longer attend classes as a body. There is a fear that the group "is over" and concern for what will happen in the future. As graduation approaches, similar concerns occur (tempered by feelings of relief, confidence and optimisim). "Finishing" tends to become primary, and anxiety about "finding a job" appears. In both the third and fourth years, a fairly strong and reliable support system is available to, and used by, members of the group. A systematic structured approach has not yet been initiated by faculty to phase students through termination; however, this seems to have happened naturally with some groups. Literature indicates that preparation for this stage can be effective. What appears to occur is that graduates assume more of a SUNTEP graduate identity, while retaining memories and links with their specific year group members. For example, a group of graduates (now employed) have organized frequent "professional support" meetings.

Conclusions

Analysis of year-by-year events occurring in SUNTEP (Regina) relating to stages of group development of the group of students as a support system to the growth of individuals in self-concept, Indian or Metis identity, and professional competence yields the following major conclusions:

1. Stages of orientation, conflict, productivity, and phasing can be identified in the development of SUNTEP (Regina) class groups as support systems as they participate in the year-by-year experiences and events of the program.

2. The SUNTEP (Regina) class group experiences task-related concerns, including: academic success, professional competence, and achievement of program goals.

3. The SUNTEP (Regina) class group experiences group maintenance concerns, including: a sense of belonging and contributing, influence in the group, and need for support.

4. A cyclical (or spiralling) pattern of group development is evident in the initiation and resurfacing of task and group maintenance concerns.

5. Events planned within the SUNTEP (Regina) program to assist orientation to the group serve that purpose.

6. Opportunities to work on common projects (or tasks) facilitate movement into conflict and productivity stages.

7. The second year supervisory cycle/microteaching labs, OCRE modules, and debriefing/ integrative sessions strongly contribute to development of group support for personal and professional growth and development of group members.

8. The field-intensive nature of the program, in conjunction with events associated with field experiences, are effective in facilitating growth of self-concept, Indian/Metis identity, and professional competence.

9. Class groups show anxiety characteristic of phasing (or termination) stages near the conclusion of the second year of the program and prior to graduation.

10. "Native Studies" and "Cross-Cultural classes which are offered heighten awareness of, and strengthen identity of, students as emerging Indian or Metis professionals.

11. Objectives of individual growth in self-concept, professional competence, and Indian or Metis identity pervade the life of the group.

12. Faculty members (through teaching, counselling, advising and less formal contacts) influence development of the group. Further study of the role of faculty members leading to specification of responsibilites and duties is needed.

Implications

The analysis conducted and conclusions drawn call for or suggest:

1. Recognizing that SUNTEP (Regina) class groups move through the stages of orientation, conflict, productivity, and phasing; and, recognizing that events which occur can facilitate passage through these phases and foster group health and effectiveness.

2. Planning of specific interventions (or activities) to help the class group develop task-related skills (such as conflict resolution, goal setting, decision-making, interpersonal, and sharing of leadership skills).

3. Planning specific interventions to assist development of group maintenance behaviors, including: empathy, giving support, building trust, openness, and other interpersonal skills.

4. Recognizing that group development patterns are non-linear; and, planning of suitable interventions to enable the group to deal with re-emerging issues.

5. Continuation of orientation days, holding classes as a year group, and using teaching processes and strategies which facilitate group development, to assist students to get to know their group and understand program expectations.

6. Explicit teaching of effective group skills for use as students work on common projects during the conflict and productivity (and to some extent during the orientation) stages.

7. Continuing attention to, and practice in, group skills (in addition to interpersonal skills) during the second year supervisory cycle/microteaching lab, OCRE modules, and integrative sessions.

8. Continuing emphasis on the various on-campus and field practica (and those events which are associated with them) to facilitate achievement of group and program objectives.

9. Development of opportunities for students to attend to anxieties associated with group ending (phasing ortermination), and of ways to continue support after the formal class group disbands.

10. Continuation of "Native Studies" and "Cross-Cultural" classes to give positive recognition to being Indian or Metis and enhance individual student and group identity.

11. Conscious planning of classes, events and interventions which focus on one or more or the objectives of growth in self-concept, Indian/Metis identity, and professional competence.

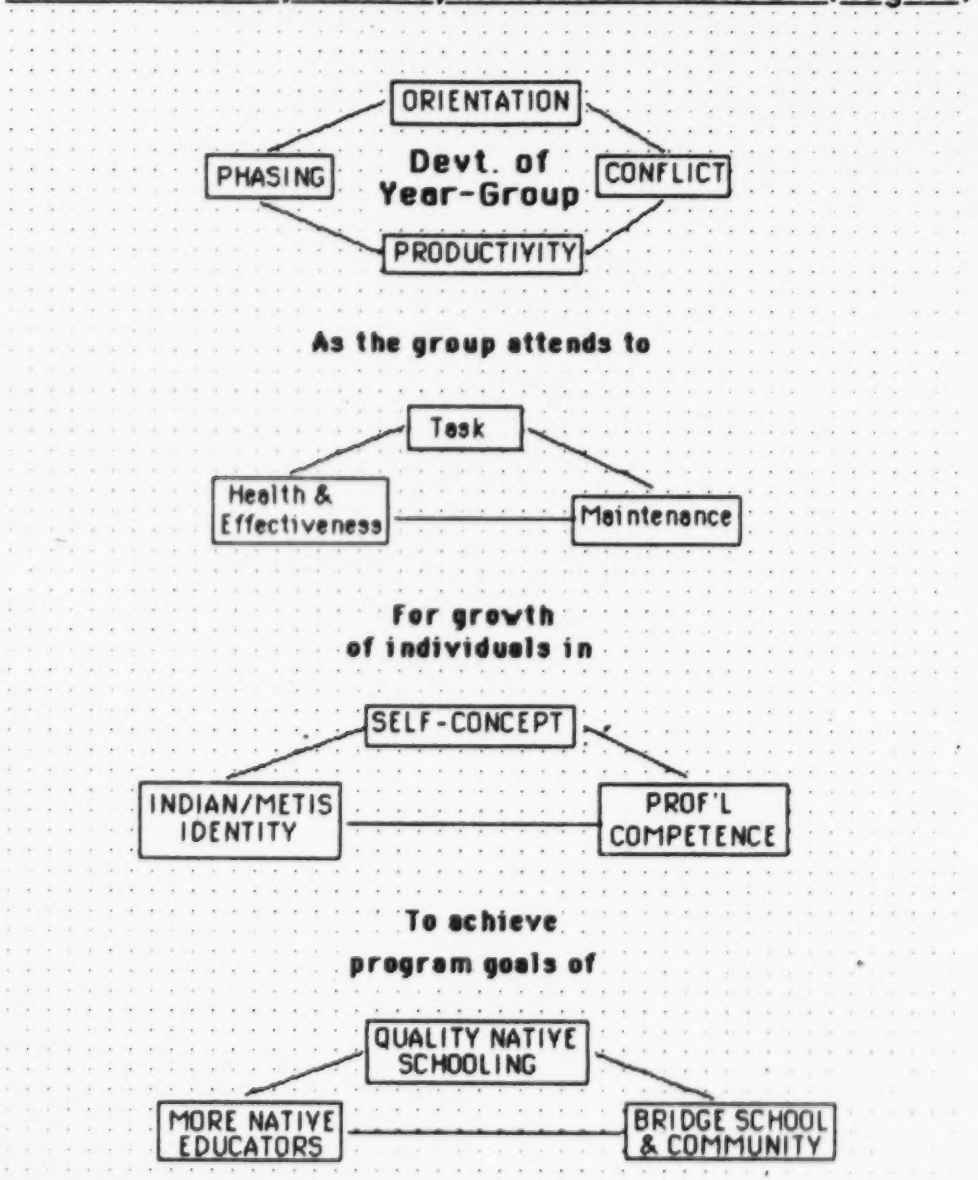
12. Studying of, and specifying, the role of faculty in group development. Adequate numbers of faculty should be available who are trained in (and/or receive training in) group dynamics and interpersonal skills; and, faculty should meet at regular intervals to discuss group development and program purpose achievement concerns. Faculty require a thorough knowledge of: group skills and processes; development stages; balancing task, group maintenance, and group health and effectiveness concerns; and, the cyclical nature of group development. Faculty should also be able to: plan systematic, sequential interventions as appropriate; model skills associated with effective group functioning; model effective cross-cultural teaching; and, teach group skills to group members.

The Model

As a result of the conclusions and implications arising out of the study, the writers propose the model in Figure 2 for the achievement of SUNTEP (Regina) program goals. This represents what the researchers perceived to be the existing, even though not previously specifically articulated, present model. The class group has contributed to the success of SUNTEP (Regina). Recognition is given to the potential significance of the class group. The class group cycles through stages of orientation, conflict, productivity, and phasing. As the group cycles through these stages, group task, maintenance and effectiveness activities are undertaken which lead to a group that can efficiently assist individuals as they strive to grow in self-concept, professional competence and Indian or Metis identity. As the literature claims and the research of the writers suggests, the peer group, sharing common experiences and objectives, can facilitate achievement of organization (program) purposes. Ensuing discussion will address the link between achievement of program goals and group development stages, group effectiveness, and the growth of individuals.

FIGURE 2:

Group Development Model SUNTEP (Regina)



Group Development Stages. The group cycles through development stages of: orientation, conflict, productivity, and phasing. In orientation, planned events should exist which assist students to become familiar with class members and the program. "Native Studies" and "Cross-Cultural" classes help "getting acquainted" and learning the program, and also raise awareness and understanding of the role of an Indian/Metis professional. Orientation events lead into the conflict stage. The researchers hypothesize that: (1) Training and practice in group skills should be systematically introduced early in the program so conflicts can be dealt with effectively. (2) Orientation and conflict stages should produce skills which result in a fruitful productivity stage (reflecting a cohesive and efficient group). (3) Students should be aware of the resources within the group, show empathy and seek and provide support. (4) It should be recognized that the phasing stage is a time of anxiety; however, it should be perceived as a time of readiness for new experiences and growth. (5) Opportunities should be provided for students to address their concerns and plan how to continue support for one another and the broader group of SUNTEP students and program goals.

Group Effectiveness. It is hypothesized that in the process of group development, as the group moves through the above stages, three kinds of activities should be provided, those attending to: task achievement skills; group maintenance capabilities; and, dealing with the ability to adapt to new situations. A group must attend to these three areas to achieve proficiency (effectiveness).

Growth of Individuals. Facilitation of individual growth in self-concept, professional competence, and Indian/Metis identity should take place. By experiencing an effective group, students' self-concepts should be enhanced, professional competence should be furthered, and identity as being Indian or Metis should be strengthened. Establishment and maintenance of an effective group facilitates development of the ability to be a capable and confident Indian or Metis professional. It is the combination of self-confidence, professional capability and being Indian or Metis that is unique.

Deliberately or unwittingly, faculty have a profound influence. It is posited that (1) Faculty require a thorough knowledge of, and skill in, group dynamics; and, should: plan systematic, sequential interventions; model skills associated with effective group functioning and cross-cultural teaching; and, teach (and provide practice in) group and interpersonal skills to group members. (2) Faculty should meet at regular intervals to discuss group development and achievement of program purposes.

Looking Ahead

Ways have been suggested for the improvement of the effectiveness of the group as support to individual growth, thereby contributing to achievement of program goals. However, to achieve program purposes, three sets of actors have significant roles. (1) AMNSIS should continue to support long-term program goals as enunciated through resolutions expressed in the Dumont Institute Education Conference (cited in Bouvier, 1984b). (2) The broader education community should continue to provide support. The University of Regina should continue to provide tangible evidence of viewing the SUNTEP program as vital; the school system should continue to provide field placements and support and employment opportunities;

and, the Department of Education should continue to provide financial and moral support. (3) Faculty should continue to display, and improve, understanding and skill in program delivery.

More (1980) observes that the next five years should see improvements in Native education. This projection should be extended, and we "should see many more Indian" and Metis "people in the teaching profession, the emergence of an even more effective Indian leadership in education, and, most important, a better education" for the Indian or Metis child (p. 40).

APPENDIX A

UNIVERSITY OF REGINA
ELEMENTARY TEACHER EDUCATION PROGRAM

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UNIVERSITY OF REGINA, ELEMENTARY TEACHER EDUCATION PROGRAM

The program is designed to systematically develop students into professional educators. Professional development is seen to take place in three stages: conceptual development, ego development and skill development. Conceptual development, requires simplifying complexities; skill development requires gradually increasing the number of variables; and, ego development takes place through acquisition of interpersonal relations skills and successful campus and field experiences. Students in professional development, also move through phases: concern about themselves as individuals, the teaching task, the pupils, and the profession.

Professional development components include: on-campus classes, selected modules of instruction; peer teaching/support, and, a series of developmental, sequential campus and field practica. The professional growth model stresses integration of theory with practice and uses the following sequence: theory, controlled practice (peer teaching), feedback and reflection, school practice, feedback and reflection. This cycle repeats itself, adding new skills and refining previously acquired skills. The goal is for students to become self-analyzing, self-actualizing, interdependent teacher/decision-makers.

Critical to the professional development process is use of specific, nonjudgmental, descriptive feedback received from faculty (particularly advisors), peers, and cooperating teachers. Students select appropriate professional targets, solicit and receive performance data, analyze data (with the help of faculty, peers and cooperating teachers), select further professional targets, decide how to practice these, state a commitment, practice, re-analyze, and repeat this process.

The **first year** of the program provides an introduction to the teaching profession and school system, and emphasizes career self-selection. Arts and Sciences classes provide background for instruction and liberal education. A professional class, "Introduction to Education" (including a field component) is required. The process of professional development is initiated through this class. Students begin to think of academic study in terms of implications for teaching. Initial description and analysis of teaching and professional duties are studied on campus and observed (with some practice) in a school setting. Students are in schools seven half-days.

The process of professional development begins in the first year. Students are introduced to clinical supervision techniques; data about personal experiences in the classroom are collected in a daily journal, and feedback from the cooperating teacher and professor are recorded. Some professional skills (e.g. simple lessons planning) are introduced.

The **second year**--totally Education classes and experiences--builds on the first, allowing students to become immersed in their chosen profession. Students remain in groups for most of their classes, fostering group cohesiveness and support by peers. Individual learning is facilitated through: structured learning experiences (modules); integration (by teams of faculty) of all subject area methodology classes with common learning theory presented through a generic skills and strategies (professional studies) class; educational psychology; microteaching; field experiences; and, a personal relationship with professors, especially an advisor. The curriculum is carefully spiralled and structured to ensure successful professional development, with students (as much as possible) progressing at their own rates. Students are placed in schools with cooperating teachers full Wednesdays during the year, concluding with a two-week block.

During the first semester of this "professional" year, students are introduced to the teaching of eight school subjects, and selected instruction modules contribute knowledge and skills. These, together with peer teaching and field experiences, are integrated through the core professional studies class. The faculty advisor personalizes and strengthens students' learning as he discusses, encourages, and promotes self-analysis. The advisor guides peer teaching and supervises field experience, providing continuity between on-campus and field experiences.

The program focuses on development of human relations and communications skills. Two modules (held off campus) concentrate on group sensitivity; microteaching and the educational psychology class build interpersonal skills. The faculty-team and student-group approaches have as a goal growth of intending teachers who are effective in school classrooms and as part of a staff.

Skills and strategies taught in the professional studies class use a thematic approach. Themes deal with planning for instruction; assessing; classroom management; interaction skills and factors of learning; interpersonal or communication skills; and, instructional skills, processes, strategies and models. In general, themes are introduced early in the program and later refined, following a general pattern of simple to complex and known to not yet known.

The program is designed to prepare "generalists" in elementary teaching; however, in the second semester of the professional year, students begin to acquire further depth in three subject areas (one must be Reading/Language Arts). Three specialization methods classes are integrated with the professional studies and educational psychology classes, which carry over to completion of the second semester. Peer teaching and school practice continue to be integrated with these five classes.

The success of the program is very dependent on a strong advisor/advisee relationship. The role of the advisor includes: checking student comprehension of themes; monitoring skill development in peer teaching and classroom practice; observation/feedback of student practice; working with the cooperating teacher to promote understanding of program goals, content, and supervision procedures; program counselling and assistance with setting of professional learning targets; and, providing friendly human support as in an effective helping relationship.

The cooperating teacher, who provides critical guidance and assistance through a realistic--though protected--practical experience, is provided with orientation and training. He/she is also a valuable source of program evaluation for continuous improvement of the program.

The **third year** begins with a 16-week practicum. At the beginning of this internship, cooperating teachers, students, and selected faculty attend a four-and-a-half-day seminar. This is at an off-campus residential setting and intended to further develop cooperating teacher and student capability in interpersonal skills, group processes and supervision. It is a time when cooperating teachers and students get to know one another and begin an effective working relationship. The seminar is highly structured, carefully planned and monitored. Theory is immediately practiced.

Students and cooperating teachers work together during internship to help students develop as professionals. The advisor acts as a validating figure.

The effectiveness of the theory/practice aspects of development would not be possible without close cooperation between the Saskatchewan Teachers' Federation, School Trustees' Association, Department of Education, and the University of Regina. Cooperation in delivery and financing takes place in a variety of ways.

Students' professional development is continued in the second semester of the third year and in the **fourth year** through the completion of Arts and Sciences and Education program requirements. Students complete their three specializations, and study special education, evaluation and educational foundations.

As students take the four program years, they cycle through four phases: (1) awareness, (2) awkwardness, (3) consoious skillfullnes, and (4) characterization (internalization). To reiterate, the goal of the program is for students to become self-analyzing, self-actualizing, interdependent teacher/decision-makers.

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SUNTEP (Regina) PROGRAM

UNIVERSITY OF REGINA

INTRODUCTORY ACADEMIC CLASSES :

English; Science; Native Studies; Physical Education; Fine Arts; Math; one from: History, Geography, Sociology, or Anthropology; Native Language; and, one from Native Studies, Approved Social Science Elective, or Cree.

INTRODUCTORY PROFESSIONAL CLASSES :

Professional Studies (communications); Professional Studies (introduction to education); Professional Studies (skills and strategies); and, half-classes in each of Education: Reading, Language Arts, Social Studies, Science, Math, Physical Education, Music and Cross-Cultural.

TEACHING SPECIALIZATIONS :

1. **Reading/Language Arts:**

Reading/Language Arts: Education Reading 200 level; Education Language 300 level; Teaching English as Second Language; and one from: Library, Drama, English Elective, or approved Education Reading Elective.

2. **Cross-Cultural:**

Education Cross-Cultural; and, Approved Native Studies or other Elective. (Note: this builds on related introductory classes)

3. **Teaching Subject:**

Students take three further classes in a subject taught in an elementary school.

INTERNSHIP :

16 weeks of practicum are taken in an elementary school.

SENIOR PROFESSIONAL :

Educational Foundations Elective; Psychology of Development and Learning; Special Education; and Testing and Measurement.

Note: Students must take a minimum of 44 out of 128 hours in Arts and Science classes, 8 hours of which must be at the senior level.

School Experiences: first year: one day per week during fall & winter semesters, concluding with a one-week block; second year: one day per week & a concluding two-week block; and, third year: 16 weeks.

APPENDIX B

YEAR-BY-YEAR DESCRIPTION OF EVENTS

YEAR-BY-YEAR DESCRIPTION OF EVENTS

Events occur each year of the SUNTEP (Regina) program which contribute to the development of the group as a support system. Program objectives relating to the group are that it acts as support to the growth of individuals in (1) self-concept, (2) identity as Indian/Metis teachers, and (3) professional competence. A year-by-year description of events that normally occur follows.

YEAR I

1. **Selection.** All students experience the same selection process. This includes an interview at which the issue of being an Indian or Metis teacher-in-training is raised (with consequent responsibilities). Students are told of individual and group responsibilities arising through being part of the program.

2. **Registration and Student Loan Applications.** The first time students meet as a group is to register for first semester classes and fill out student loan forms. Students meet SUNTEP (Regina) faculty and are introduced to each other. Officials from Student Financial Services explain the student loan and bursary program.

3. **Orientation.** A group orientation meeting is held the day before first year classes begin. A lunch is usually provided. Students are introduced to each other and "ice-breaker" games are played. Dumont Institute is toured, and students are provided with a program overview. Senior students tell of their experiences in the program, stressing the importance of the class group to their personal and professional growth. They relate problems they had undergone and yet survived. Again, the importance of Indian/Metis identity is underscored, and the high profile of SUNTEP students (and problems associated with this) is pointed out. Directors of Dumont Institute and SUNTEP and the Coordinator of SUNTEP (Regina) may address the group.

4. **Classes Taken as a Group.** In the first year, all classes are taken as a group with no "outsiders" present. These are held at Dumont Institute--a building physically separate from the University of Regina campus. Dumont is housed in a former elementary school.

A minimum of 12 out of 32 semester-hours is taught by SUNTEP faculty, including "Introduction to Education," "Communication Skills," and "Introduction to Cross-Cultural Education" classes. All SUNTEP students take a 6 semester-hour "Native Studies" class, which may be taught by a SUNTEP faculty member.

Classes taught by SUNTEP faculty stress: group identity, support and dynamics; identity as emerging Indian/Metis professionals; and, faculty modelling of cross-cultural teaching. Teaching strategies are intended to foster group development (i.e. group discussions/reporting, role playing, simulations, and cooperative learning modes). An attitude of support for the efforts of individuals is expected from the group. Norms for the group include empathetic, non-judgmental assistance to individuals as they participate or present.

Students begin helping each other in academic and personal matters. Peer tutoring begins, and each student knows "what's happening" with each of the others.

"Cross-Cultural" and "Native Studies" classes help build identity of students as Indian or Metis professional teachers. Topics in these include: heritage knowledge; contemporary Indian/Metis concerns; personal identification as being Indian or Metis (and issues associated with this); cross-cultural understandings, skills, and attitudes (regarding minority/majority groups); and, awareness of personal development in the foregoing.

The "Communications" class attends to group dynamics and skills. The intent is to build awareness of group processes, and introduce students to skills necessary for functioning effectively in a group. Interpersonal

communication skills are taught and practiced. Problem solving and conflict resolution techniques are demonstrated and practiced.

5. Modules and School Placements. During the first year, Wednesdays are used for modules on selected topics and for placements in schools with cooperating teachers. The SUNTEP (Regina) program is field intensive. As a group, students take modules for the first 6 or 7 Wednesdays. These include: St. John's Ambulance; budgeting; AMNSIS and its personnel; study skills; cooperative games (emphasizing use in schools and non-competitive attitudes); and, communication skills. Some modules are delivered with a group focus in mind.

Field placements begin on the 7th or 8th Wednesday. Each student is placed in an elementary classroom one day per week, under the supervision of a cooperating teacher and a faculty advisor, for the balance of the academic year. A debriefing (or integrative) meeting is held the day following the school experience. Here, group support is encouraged and problem solving is done (as appropriate) to assist individuals. Issues and problems that arise in schools, and identification of areas where change is desirable, are discussed. An effort is made to integrate theory with actual school experience. The position that the efforts of one individual can make a difference, and that, collectively, change can be effected, is pointed out. The attitude that change is necessary (and possible) is developed, emphasizing what an Indian or Metis teacher can do as a change agent (including being a role model for Indian or Metis and other children, and for non-Indian/Metis teachers). The importance and impact of the presence of SUNTEP students in schools is emphasized.

6. First Official Group Task. The first year class is assigned responsibility for organizing a SUNTEP (Regina) "Fall Celebration." This is held to recognize achievements of more senior students, and introduce the first year class as SUNTEP students to family and "friends" of the program. The celebration includes introductions, presentations, greetings from community representatives, and a meal and dance. First year students look after all details. The importance of this event lies in the necessary cooperation and sharing of responsibilities.

7. Participation in Conferences. Students are encouraged to attend up to three conferences during their first year: the AMNSIS Educational Conference, CITEP, and AWASIS. The Association of Metis and Non-Status Indian (AMNSIS) conference is often the first experience that students will have with the formal decision- and policy-making procedures of AMNSIS. This experience is intended to heighten awareness of Indian/Metis identity, political processes, and the role of an Indian or Metis professional. Students are presented as being part of SUNTEP--underscoring the importance of this role to AMNSIS. Before they attend conferences, students are made aware of their role as representatives of SUNTEP, and what Indian and Metis communities expect of them. At the Canadian Indian Teacher Education Programs (CITEP) conference, students have been part of presentations; again, their awareness of themselves as developing Indian/Metis professionals is reinforced. In addition, students become aware of Indian/Metis education in Canada. AWASIS is the Indian/Metis subject area council of the Saskatchewan Teachers' Federation; if this is held in Regina, students are expected to attend (some have participated in presentations). At AWASIS, students' perceptions of themselves as Indian or Metis teachers-in-training are deepened, and they become more aware of Indian/Metis education in Saskatchewan.

These conferences publicly confirm the role of first year students as emerging Indian/Metis educators, and the importance of it in the eyes of Indian/Metis educational and political communities. The broad educational community is also represented at the conferences, extending awareness further.

8. Staff/Student Collegial Relationship. Staff-student collegiality is encouraged by SUNTEP faculty. Faculty try to model it by encouraging (and acting on) the voicing of student concerns, welcoming suggestion for action or change, and by mingling with students in and out of class time. Cooper and Richert (1982) observed, "each student brings with him/her unique talents, knowledge and skills. Staff have a growing appreciation of the value of involving students in the decision-making and program implementation process on a collegial basis" (p. 14).

Faculty attempt to model effective cross-cultural teaching, and demonstrate attitudes of flexibility, open-mindedness, and genuine respect for (and interest in) the knowledge, behavior and values of other cultures. Interpersonal skills are modelled in order to really understand students, and (in turn) to be understood by them. All of these are seen as fostering collegiality and achievement of program objectives.

9. Other Events. (a) A perception of the role of the student who discontinues the program is developed. When a student discontinues, he/she is seen more as taking a "leave of absence" than "dropping out." This person is viewed as having contributed (and still able to contribute) to individual and group growth. He/she is given the feeling of being able to come back. Self-concept of this individual is important. The group sees this person as retaining membership. (b) Informal lunches, birthdays, showers, etc. occur which involve the group and are initiated by it. Students gather and have coffee together in the student lounge, often mixing with senior students.

SPRING AND SUMMER SESSIONS BETWEEN YEARS I AND II

Students, as a group, enrol in two classes during the spring and summer sessions between years I and II--"Native Studies" and "Physical Education." Taking these classes maintains the continuity of group between academic years.

"Native Studies" is taught by a Native person appointed by SUNTEP and is held at Dumont Institute. However, the physical education class, taught by a non-Native Faculty of Education instructor and on the university campus, marks the first time the group leaves the familiar surroundings of Dumont Institute. Students begin to adjust to life on the main campus. Often, during the first few days of the physical education class, students arrive as a group on the University of Regina campus.

The group, then, undergoes a common bridging process between years I and II, and between the known Dumont setting and the not-yet-known main campus setting.

YEAR II

Year II of SUNTEP (Regina) is structured in the same way as the Elementary Teacher Education program of the University of Regina (see Appendix A). This is an all-Education year (no Arts and Science classes), which provides the flexibility needed to provide systematic integration of theory with practice. Students take subject area classes, educational psychology, a general skills and strategies class (which provides common themes all classes and practica), modules, laboratories (including microteaching), and placements in Regina elementary schools.

This year, above all others, is the "remembered" year. Workload is heavy, many frustrations and successes occur, and group and friendship bonds strengthen. The power of the group as support intensifies. Students support each other professional and personal matters. Peer tutoring continues and students help each other "understand" content and learn skills. Each student knows "what's happening" with other group members, they care and help. This is a very intense "professional" year that is demanding of student in terms of contact hours and preparation time. Professional growth is great as students prepare for internship.

YEAR II--SEMESTER I

1. Structure of Semester. Students take eight two-semester-hour classes (representing subjects taught in elementary schools), educational psychology, and a unifying professional studies class. They experiences laboratories (including microteaching) through the latter class to practice theory. Theory is practiced further (Wednesdays) in a school under the supervision of a cooperating teacher and a SUNTEP advisor.

All classes during this semester are taken as a SUNTEP group; some are taught by SUNTEP faculty. Four are held on the main campus and the remainder are held at Dumont Institute.

The professional studies class, in particular, stresses group support for individual growth. It deals with generic (common) skills and strategies of teaching. The delivery mode involves instructor modelling and frequent student practice in preparation for micro- and school teaching. Extensive use is made of groups discussions and practice of themes.

2. **Laboratories/Microteaching.** Group support is a powerful aid to individual growth in professional competence and self-concept during labs and microteaching, which practice skills and strategies introduced in the professional studies class. Microteaching uses clinical processes. In particular, in pre- and post-conferencing for lessons, the emphasis is on provision of descriptive non-judgmental feedback to help individuals make decisions (and grow in the ability to make them). Students role play being "supervisors" to "help" the "teacher." Other students also provide feedback (to both "supervisor" and "teacher") and encouragement. This "microsupervision" process stresses use of communication skills (such as paraphrasing, perception checking, feelings description, and behavior description). Students see these sessions as extremely valuable, and much individual (and group) growth takes place.

3. **Advisor-Advisee Meetings.** An important part of the cycle of theory-into-practice is the advisor-advisee meetings. Theory has been present in classes, practiced in labs, and before students go to their school placements, a SUNTEP faculty member, as advisor, meets with a group of students. Students are divided into two groups, each with its own advisor. Advisors supervise their advisees in school placements.

Advisor-advisee meetings review themes presented in the professional studies class. Facilitated by the advisor, and with the support and help of peers, each student discusses the lesson he/she will be teaching in the school classroom. Problems and concerns are discussed (including matters relating to Indian/Metis identity).

4. **Modules.** Students participate in a number of modules including: Audio-Visual, Saskatchewan Teachers' Federation, Computers, and an Off-Campus Residential Experience (OCRE).

OCRE an outdoor three-day module held at a lake-valley setting 40 miles from Regina. Students participate in activities which have an interdisciplinary context. An important purpose is to build the class group as a support system. OCRE is a very significant group-building experience for all sections of the University of Regina Elementary Teacher Education program, including the SUNTEP section. Group development, conflict resolution, and problem solving are built into this module as students work and live together. Leaders act as facilitators (rather than directors), with the group responsible for decisions. Class groups are much more cohesive following this experience, and roles of actors within groups become better defined (often shifting from what they had been). The need for collaborative, cooperative effort becomes evident, and the need for communication skills is underscored. Students tend to feel freer to make personal contributions, and previously hidden talents of individuals often emerge. The importance of the contribution of each group member to decision-making and achievement of tasks becomes obvious; self-concept of individuals tends to be strengthened. Faculty-student openness and rapport tend to improve.

SUNTEP students are one of 5 or 6 Elementary teacher education groups at OCRE. Other groups are aware that SUNTEP is a group of Indian or Metis students. SUNTEP, thus, has a special presence of which all groups are aware. This may be seen as helping break down stereotypes among SUNTEP and other students. SUNTEP students rub shoulders with other group members during large group sessions, meals and socials. Indian/Metis identity, increasingly is accepted, seen as good and valuable as elementary teacher education students share the common experience of OCRE. One can speculate that the positive effects of this experience will carry over into the school system as students graduate and join the teaching force.

6. **Fall Celebration.** "Fall Celebration" (described earlier), planned by the first year group of SUNTEP students, recognizes second year students as a group. Achievements are recognized, presentations are made, and greetings are given by community representatives. Once more, group identity is highlighted.

7. **Participation in Conferences.** Students may take part in conferences or workshops, such as the AMNSIS Educational Conference, CITEP, and/or AWASIS. As reported earlier, these events tend to heighten awareness of Indian/Metis identity, political processes, and the role of Indian/Metis professionals.

8. **Staff/Student Collegiality.** Staff/student collegiality continues to grow as they interact and go about their duties. Collegiality was discussed earlier.

9. **Other Events.** (a) As discussed under Year 1, the perceptions of students who leave as taking a "leave of absence" continues and is reinforced since students have been part of the group longer and bonds are stronger.

(b) Informal lunches, special occasion gatherings (e.g. birthdays) continue to be organized from within the group. Members of the second year group begin to act as helpers to first year students, and mix with more senior students.

(c) At the end of this semester, SUNTEP staff hold a recognition lunch for second year "survivors" and their instructors--this has been a difficult semester. Small humorous gifts are given to students.

YEAR II--SEMESTER II

1. **Structure of Semester.** In the second semester of this "professional" year, students take five classes. They continue with the professional studies and educational psychology classes; and, now take a class in each of three teaching subject specializations. The only class not taken as a SUNTEP group is in the specialization (of the three) that students individually select. Other SUNTEP students may or may not be in this class. This is the first time students take a class not exclusively offered to the SUNTEP group. Specializations are required in "Reading/Language Arts" and "Cross-Cultural." The "Cross-Cultural" class continues to develop identity of students as Indian or Metis educators.

Students continue with (described earlier) modules, microteaching, advisor-advisee meetings, Wednesday school placements, and integrative meetings. They are developing ability as individuals and as a group to provide support to personal and professional growth of individuals. Interpersonal skills are refined, and almost become an automatic part of the microsupervision process. Growth in SUNTEP students is very evident to faculty.

The second semester of Year II concludes with two weeks in school placements. Here students continue to practice pre-determined professional targets.

2. **Modules.** Modules include: communications, cross-cultural, cooperative learning, special education, newspapers in education, winter OCRE, Saskatchewan Teachers' Federation, pre-internship closure, and preparation for internship. The cross-cultural and OCRE modules are especially significant to SUNTEP group development.

The cross-cultural module is delivered by SUNTEP students (largely second year) under the direction of a SUNTEP faculty member. This has taken the form of a simulation designed to raise awareness of the validity of different cultures. SUNTEP students begin to plan for the module during the first semester. Appreciation of the nature of different cultures, and effects of cultures on one another, is heightened. SUNTEP students, by delivering this module, have a special presence about which they can feel good. As with OCRE, this module helps break down stereotypes--in SUNTEP and other students. It becomes a "success experience" for the SUNTEP group, and the validity of Indian/Metis identity is underlined.

The second (winter) OCRE takes place in the same setting as the first OCRE. Once more, students attend and participate as a class group. It is a three-day, outdoor, interdisciplinary experience. Further group development takes place as groups solve problems, resolve conflicts, and use communication skills. Groups normally become even more cohesive as they collaborate and act cooperatively. While students maintain and strengthen class group identity, they become more aware of being part of the total group of second year elementary teacher education students, mingling more than they did in the fall OCRE. Roles within the SUNTEP group may be redefined, talents of individuals are recognized and used, and students become more trusting and open as they participate in OCRE sessions. Self-concept of individuals is enhanced as they help each other (and are helped) within the context of group tasks. Stereotypes tend to be further broken down and Indian/Metis identity is increasingly seen as valuable and important. As speculated earlier, the positive effects of OCRE experiences may well carry over into the school system when elementary students join the teaching force.

3. **Annual Graduation.** After the conclusion of the second semester, a SUNTEP (Regina) graduation celebration occurs. Its purpose is to recognize achievements of graduates, and students from all years of the program. The affair is well-attended and includes presentations by key SUNTEP and Dumont Institute personnel, community leaders, and a Faculty of Education representative. A student from each class year also speaks. Gifts are presented to members of all groups, and a banquet and dance take place. This milestone event recognizes the personal and professional achievement of students (individuals and groups) as emerging Indian or Metis teachers.

4. **Other Events.** Students continue to experience a number of other events and occurrences (described earlier): the perception of a student who leaves as taking "leave of absence;" having special occasion gatherings/socials; further effort to build staff/student collegiality (which grows, often becoming "friend" as well as colleague); mingling by group members with first year (and more senior students) as students: "rub shoulders;" share materials, resources and ideas; and, share, sell, or rent books.

Summary of Year II

The above events, in this intense and heavy professional year, lead to much growth in individuals and the group. A realistic, positive self-concept tends to emerge; students develop an informed identity as intending Indian or Metis educators; and, students make significant strides in pedagogical understand-understanding and performance capability. Group support contributes (and is recognized as contributing) to much growth in individuals; and, microteaching and OCRE are particularly significant to group development.

BETWEEN YEARS II AND III

Between years II and III some students take classes in spring/ summer sessions (either at Dumont Institute, or on campus); others work. All students maintain contact with the SUNTEP center.

YEAR III--SEMESTER I

1. **Structure of Semester.** Students spend the entire semester interning at a school placement. Near the beginning, they attend an internship seminar designed to train cooperating teachers and interns in clinical supervision and communication skills, and lay the foundation for a productive intern-cooperating teacher professional development relationship. Students attend "Fall Celebration" and keep in touch with their class group. SUNTEP faculty, informally, visit school placements, and students pick up their loan/bursary checks. Students often consult with SUNTEP faculty and seek ideas and resources from the Dumont Institute resource center.

2. **Internship.** Students are placed in an elementary classroom under the supervision of a cooperating teacher and a Faculty of Education supervisor. Internship lasts for 16 weeks. Students progress from observation and limited teaching to a full load. Clinical supervision processes are expected to be used by

both cooperating teacher and faculty supervisor. The supervisor is a carefully chosen Faculty of Education professor who is skilled and respected.

A critical aspect of internship relates to Indian/Metis identity. At times, the faculty supervisor assists in breaking down stereotypes. He/she clearly communicates that the SUNTEP program has high standards--as high as those of the mainstream Faculty of Education program. He/she also reinforces the value of the SUNTEP program and its objectives. Students tend to feel accepted and competent as intending Indian/Metis teachers. The power of their presence impacts on children of Indian/Metis ancestry (and other children); their cross-cultural teaching skills are honed; and, students act as role models of cross-cultural teaching for staff members in placement schools.

Students make significant strides in pedagogical competence, cycling through awareness, awkwardness, conscious skillfulness and internalization stages. Identity as capable Indian or Metis teachers tends to become strong.

3. **Internship Seminar**. Near the beginning of internship, a seminar is held to "Provide experiences which will help cooperating teachers and interns build an interpersonal relationship, to maximize the intern's professional growth, and to learn and practice a supervisory process. The internship should be a rewarding mutual growth experience" (Lang, Trew and Cornish, 1980).

This seminar stresses use of clinical supervision processes and interpersonal skills. These are taught and then immediately practiced, with the expectation that they will be used by cooperating teachers, interns and faculty supervisors.

It is interesting to note that this seminar reflects an important partnership of the University of Regina, Saskatchewan Teachers' Federation, Saskatchewan School Trustees' Association, and Department of Education. These institutions participate and provide institutional moral and financial support.

REMAINDER OF THE PROGRAM

During the remainder of the program, students complete program requirements: classes to complete specializations (cross-cultural, reading/language arts, a student-selected teaching subject area); and, a class in each of: special education, measurement and evaluation, and educational foundations. These are all taken on the main campus. SUNTEP students, then, join the "mainstream" of the university campus. No more classes are taught by SUNTEP faculty, and classes are not taken as a SUNTEP group.

Group awareness and support does continue. Students regularly have coffee together on campus, having a kind of "start-the-day" meeting. They visit Dumont Institute, have coffee there, use the resource center, come for help with assignments, and "see how everybody is." Faculty provide support as needed. Students continue to care for, and keep track of each other (knowing "what's happening" with everybody in the group). They even report (to SUNTEP faculty) concerns about things like group members missing classes or having academic or personal difficulty.

The annual SUNTEP (Regina) spring graduation ceremony becomes even more significant as students receive recognition, first as having completed their year and later as B.Ed. graduates. At this event, the strength and value of the group is very obvious as various speakers acknowledge the importance of the group to individuals in the completion of their programs. Interesting evidence of the value of the group is that even those on "leave of absence" are invited to the graduation ceremony. These people, too, have contributed to the success of the graduates and the program.

AFTER GRADUATION

The effect of group membership and identity, and being part of the SUNTEP program, continues beyond graduation. Graduates continue to keep in touch with SUNTEP (Regina). They visit, write letters, and make

phone calls, reporting on "how things are going," asking for support, and looking for ideas and resources. In addition, graduates are called back to help with orientation for first year students, where they stress the importance of Indian/Metis identity, and the importance of "their group" to personal success. Graduates also help deliver the second year cross-cultural module.

A group of graduates (now employed) have organized what is proposed to be a monthly "professional support" meeting to be held at the homes of graduates. All graduates attended the first meeting. It will be interesting to see if this continues and how it will evolve.

A number of SUNTEP (Regina) graduates are employed by, and working at, Dumont Institute. These have frequent contact with students enrolled in the various years of the program, and can be described as caring "parent figures." It may also be worth noting that one graduate, employed as a teacher, is the cooperating teacher for a SUNTEP pre-intern (second year student). One can ask what role SUNTEP graduate cooperating teachers will play regarding SUNTEP program objectives.

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